

English, Grade 11 University ENG3U

Lesson 1: Poetic Perspectives

Connections to Financial Literacy

Financial literacy knowledge and skills which will be addressed and assessed in this lesson:

- understanding needs and wants;
- social, ethical and environmental implications of financial decisions;
- active citizenship

As well, “students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers.”

*Financial Literacy:
Scope and Sequence of
Expectations, p. 3*

Text Forms Explored in Lesson

poetry

Text Forms Created in Lesson

EXIT Slips
Presentation (extension activity)

Curriculum Expectations

ORAL COMMUNICATION

Overall Expectations:

By the end of this course, students will:

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Specific Expectations:

Purpose

1.1 identify the purpose of a range of listening tasks and set goals for specific tasks

Using Active Listening Strategies

1.2 select and use the most appropriate active listening strategies when participating in a range of situations

Using Listening Comprehension Strategies

1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts

2. Speaking to Communicate: use speaking skills

Interpersonal Speaking Strategies

and strategies appropriately to communicate with different audiences for a variety of purposes

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience

Audio-Visual Aids

2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience

READING AND LITERATURE STUDIES

Overall Expectations:

By the end of this course, students will:

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning

Specific Expectations:

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading

Using Reading Comprehension Strategies

1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts

Making Inferences

1.4 make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they

	may raise about beliefs, values, identity, and power
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Text Forms 2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning Text Features 2.2 identify a variety of text features and explain how they help communicate meaning Elements of Style 2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading	Metacognition 4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their skills Interconnected Skills 4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively

Learning Goals

At the end of this lesson, students will know, understand and/or be able to:

- use a structured method of analysis, TP-CASTT, to deconstruct a poem and identify the theme
- explain how the elements of a poem work together to create the theme or author's message;
- identify the speaker, character, or narrator's attitude about poverty, affluence, money, or debt;
- support their ideas with specific evidence from a poem

Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
Prior learning: Students should be familiar with the following literary elements: structure,	Related to the Curriculum <ul style="list-style-type: none"> • Perspective • Point of view • Stanza • Connotation • Denotation 	Minds On <ul style="list-style-type: none"> • Appendix 1-1: Poetry Quotation Cards Action <ul style="list-style-type: none"> • LCD projector

<p>perspective, character, figures of speech, setting, rhetoric</p> <p>Students should have a working understanding of the following literary devices:</p> <p>comparison devices –</p> <p>similes, metaphors, symbolism, personification, hyperbole</p> <p>sound devices –</p> <p>onomatopoeia, alliteration, assonance, consonance, rhythm, rhyme</p>	<ul style="list-style-type: none"> • Theme <p>Related to Financial Literacy</p> <ul style="list-style-type: none"> • Affluence and poverty • Debt 	<ul style="list-style-type: none"> • PowerPoint presentation TP-CASTT Analysis of Money Talks • Handout 1-1: TP-CASTT • TP-CASTT Presentation Notes Handout 1-2: “Money Talks” • Handout 1- 3 TP-CASTT Analysis Look Fors • LCD projector • PowerPoint Presentation 1-1 TP-CASTT Analysis of Money Talks <p>Consolidation</p> <ul style="list-style-type: none"> • Handout 1-4: EXIT Tickets for TP-CASTT Analysis • Poems which relate to Financial Literacy
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Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

Groups of 3 or 4

Activity : First Turn, Last Turn (approximately 10 minutes)

This activity provides students with an opportunity to think about their prior experiences with reading and understanding poetry and to surface any anxiety or comfort they feel around reading poetic text form.

- As they move into groups of 3 or 4, the teacher distributes a “deck” of poetry quotation cards and has students think about how they would finish this statement:

“When faced with reading a poem for the first time, I feel...because...”

- Before starting the **First Turn, Last Turn** activity, the teacher can ask if anyone would

Appendix 1-1: Poetry Quotation Cards



like to share what popped into their head in response to the prompt, asking for examples of responses that show comfort with reading poetry and discomfort.

First Turn, Last Turn

1. Ask students to follow the instructions for this activity carefully to ensure it is done in a **round-robin fashion** and that there is **no cross-talk** as each person shares.
2. Each group receives a stack of the Poetry Quotation Cards (**Appendix 1-1: Poetry Quotation Cards**) which they place face down on a desk.
3. One person in the group selects a card and reads the quotation aloud to the table group, but does not comment on it.
4. Moving to the right, each person shares a connection, question, or comment about the quotation.
5. The final person who shares is the individual who selected the card.
6. The process continues, moving to the right with a new person selecting a quotation.



Differentiated Instruction

Provide enough quotations to allow groups to choose which quotations they will speak to **or** to continue the activity long enough to provide all groups in the room ample time to finish the activity.



Assessment for learning

Teacher monitors student conversations to see if additional instruction is needed before students are able to proceed with TP-CASTT analysis. In order to facilitate this, teacher may wish to focus on what is being said by the 3 or 4 students who might struggle the most during the instruction.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Lesson Description

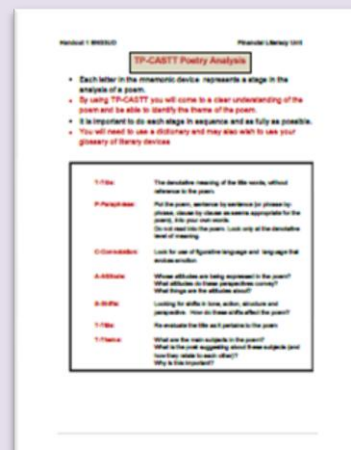
Notes to teacher:

Whole Class → Modeling of TPCASTT Analysis (approximately 50 minutes)

In the Action Phase, TP-CASTT is modeled using a poem called “Money Talks” by Rhona McAdam. There is a PowerPoint presentation provided with this lesson which shows a TP-CASTT analysis for “Money Talks” as well as speaking notes. This PowerPoint could also be posted on a course website to allow students to access and use the information at their own pace after the in-class lesson.

1. Provide each student with:
 - **Handout 1-1: TP-CASTT** which provides an overview of the structure being modeled;

Handout 1-1: TP-CASTT



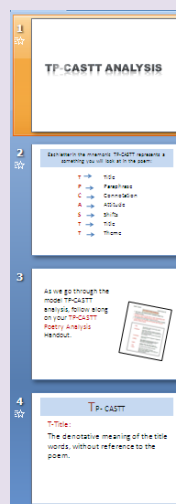
- **Handout 1-2: “Money Talks”** the poem which will be analyzed using the TP-CASTT structure;
- **Handout 1- 3 TP-CASTT Analysis Look Fors**, which outlines the success criteria for each stage of the analysis

2. Allow students to read through **Handout 1-1: TP-CASTT**. (Teacher may choose to distribute copies of the poem after the demonstration of the TP-CASTT analysis.)
3. Using PowerPoint Presentation **(PowerPoint Presentation 1-1 TP-CASTT Analysis of “Money Talks”)** and notes **(TP-CASTT Presentation Notes)**, the teacher models the TP-CASTT analysis. Teachers may wish to explicitly review the success criteria for each stage as s/he models the TP-CASTT analysis.

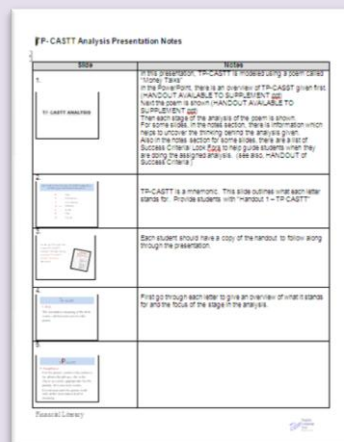
Handout 1-2: “Money Talks”



PowerPoint Presentation 1-1 TP-CASTT Analysis of Money Talks



TP-CASTT Presentation Notes



Handout 1- 3 TP-CASTT Analysis Look Fors

This form is titled 'TP-CASTT Analysis Look Fors' and is designed for students to record their observations during a TP-CASTT analysis. It includes sections for 'Context', 'Text', 'Annotate', 'Cast', 'Shifts', and 'Theme'. Each section contains a list of specific look-fors or questions for students to address. For example, under 'Context', it asks 'What is the title of the poem?' and 'What is the author's name?'. Under 'Text', it asks 'What is the main idea of the poem?' and 'What is the tone of the poem?'. The form is organized into a table-like structure with columns for the look-fors and space for student responses.

**Differentiated Instruction**

Teacher may wish to provide some students with the poem ahead of time.

The teacher may also wish to read the poem aloud to individual students or the class as a whole before beginning TP-CASTT analysis.

Consolidation

- ◆ Providing opportunities for consolidation and reflection
- ◆ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Individually → Exit Tickets (5 minutes)

At the end of the lesson students respond to the questions on the EXIT Ticket and submit responses to the teacher: (**Handout 1-4: EXIT Tickets**)

Extension Activity

Students, alone or working in a small group, select a poem (see **Poems which relate to Financial Literacy** for suggestions) and undertake a TP-CASTT analysis.

Handout 1-4: EXIT Tickets

This form is titled 'EXIT Tickets' and is designed for students to provide feedback at the end of a lesson. It includes a section for 'Name:' and two numbered questions. Question 1 asks 'I think the part of the TP-CASTT analysis which revealed the most important information about this poem was...' and Question 2 asks 'The stage of the TP-CASTT analysis which will be easiest or hardest (circle one) for me will be...'. Both questions are followed by a 'Because...' prompt for students to explain their responses. The form is simple and easy to fill out.

A_{for}L Assessment **for** learning

Teacher reviews EXIT Slips to determine if additional instruction is needed before students are able to proceed with small group/ individual TP-CASTT analysis.

A_{of}L Assessment **of** learning

Students can demonstrate their understanding of how theme is developed in a poem by:

Option 1: doing a TP-CASTT analysis of another poem (see **Poems which relate to Financial Literacy** for suggestions)

Option 2: beginning with the theme revealed by a TP-CASTT analysis, show how the theme is created or supported by one of the elements the writer has used (i.e. structure, rhetoric, perspective, figurative language, setting, characterization).

A_{as}L Assessment **as** learning

Teacher guides students as they co-construct success criteria for the extension activity and has students reflect on this criteria to determine where they noticed personal strengths, growth, and stretches. These reflections should then guide the feedback and suggestions for next steps which the teacher provides to individual students.

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